

16. Pre-feasibility Study for Establishing National Vocational Education and Training Network in Latin America

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Korea's success stories of economic development and social development interest in Latin American countries as a global hub for benchmarking. In particular, Korea's economic growth, education, and training systems are the main research subjects in developing countries and are being hailed as one role model.

In Latin America, the presence of IDB(Inter-American Development Bank) that supports economic development in Latin America, have a great advantage in facilitating ODA projects in an efficient and customized manner. In this way, considering the systematic advantages of Korea's international development assistance, it is necessary to analyze the current status of vocational education and training in Latin American countries and to establish a network for achieving effective vocational education and training in Latin American countries.

This study identified the state of vocational education in the country to investigate the demand for a policy consultancy and feasibility of promoting projects in major Latin American countries.

Particularly, this study, unlike the past, has deviated from one-time vocational education and training support and conducted preliminary feasibility study of network construction and exchange programs for continuous exchange between Korea and IDB & the recipient countries.

This study is not a vocational education and training support for only one country in Latin America but a basic study to establish a network construction for plural countries. As we have to consider sustainable ODA support and cooperation, and each country has different political, economic, social, and cultural conditions. However, we have sought to establish a network through analysis of vocational education and training system in Latin America.

For this purpose, we analyzed the cases of establishing international exchange network

in vocational education and training field such as UNESCO-UNEVOC, NORRAG, SEAMEO VOTEC (South East Asian Ministries of Education Organization), RAVTE (Regional Association for Vocational Teacher Education), CPSC (Colombo Plan Staff College), IVETA (International Vocational Education and Training Association), CINTERFOR (Inter-American Center for Knowledge Development in Vocational Training) and etc.

The methodology for this study includes the analysis of advanced literatures and the analysis of relevant policy data, hosting a professional advisory council, participating in a expert participation forum in vocational education and training in Latin America. three countries such as Colombia, Paraguay and Peru.

This study analyzed the advanced researches, recent data of the study countries and examined three countries' economic, labor market, and vocational education programs and policies.

Chapter 2 analyzes the economic and labor market situation of the studied countries. In order to analyze the macroeconomic status of the economy, we analyzed the economic indicators and social development indicators of the three countries studied.

Chapter 3 analyzes the vocational education and training system in Paraguay, Peru and Colombia. For this purpose, we analyzed the purpose and laws of vocational education and training policy in three countries, official vocational education and training system, irregular and informal vocational education and training system, administrative and financial system, vocational education and training teacher and instructor, qualification and qualification system. There are limitations in comparing and analyzing the system because policies and systems differs from country to country.

Chapter 4 analyzes the actual conditions of vocational education and training reform in Latin American countries and the major reform trends analyzed in vocational education and training in Latin America. TVET faces similar challenges throughout Latin America and Caribbean, including key functions that link education and labor market needs.

Chapter 5 provides a plan for establishing vocational education and training network in Latin American countries. In Chapter 5, a plan for establishing vocational education and training network is suggested.

In order to establish a vocational education and training network with Latin American countries, the following directions are proposed.

First, it is necessary to enhance the policy qualities that enhance the effectiveness of vocational education and training with diplomatic purpose by strengthening network between vocational education and training departments in Korea, foreign ministries of Latin American countries, and relevant ministries.

Second, it is necessary to establish a mid- and long-term development strategy for

vocational education and training overseas cooperation, and thus systematic support is needed. It is necessary to invest a lot of time and financial investment in preliminary research and business development to be suitable for labor market, education market and industrial development of Latin American countries. To this end, it is necessary to analyze in detail the areas where Korea is the most competitive vocational education and training and to utilize its experience and characteristics for Latin American countries.

Third, it is necessary to actively nurture and support competitiveness agencies in the field of international cooperation in the field of vocational education and training.

The primary goal is to enable Korea, Latin America countries and their TVET institutions to develop competencies of learners and to meet the skill needs of employers, thereby contributing to socio-economic development in South Korea and Latin America.

This network has overcome the problems that have not been actively promoted until now and it is a platform to understand the TVET process in Korea and Latin American countries. It enables recognition and benchmarking of labor market, curriculum and qualification system of each country and encourage exchange between government service, students, teachers and administrators. This network will provide advice and feedback on network status and priorities to stakeholders in government and vocational education and training international cooperation organizations in Korea and Latin America. The network will endeavor to increase the importance and value of TVET in Korea and Latin America and aims to enhance the status and eligibility of TVET institutions.

Cooperation in the fields of vocational education and training between Korea and Latin American countries is to promote coherent projects with a consistent development agenda. Moreover, it is required to develop evaluation indexes and systems that can assess the diversity of supporting methods and their effectiveness, and actively operate them from the initial stage of the project. It is also important to present a development strategy that can lead to promote a win-win growth between developed and developing countries in the wave of globalization. Through this study, the following policy measures were proposed.

First, national and inter-agency network construction strategies should be established. To this end, the network should be considered from the perspective of the institution and nation.

Second, it is the improvement of the pre-feasibility examination for the network construction.

Third, we need to specify the requirements for building our network.

Fourth, the expertise of the recipient country should be utilized to establish vocational education and training network.

Fifth, it should designate and utilize the base organization of the recipient country.